

HONEA PATH ELEMENTARY

806 E. Greer St
Honea Path, SC 29654

GRADES K-4 Elementary School

ENROLLMENT 506 Students

PRINCIPAL Dr. Lee Rawl 864-369-7612

SUPERINTENDENT Thomas T. Chapman 864-369-7364

BOARD CHAIR Brenda Cooley 864-369-7364

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	65	12	1	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

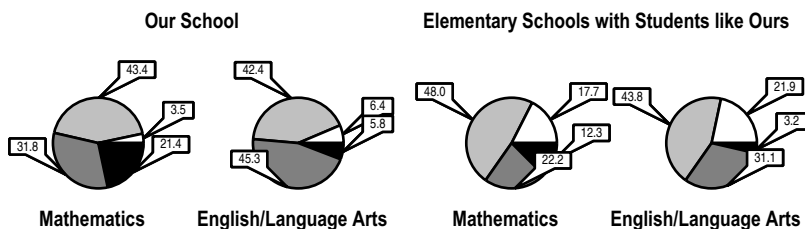
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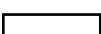
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Below Average	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	26	84	45
Percent satisfied with learning environment	100.0%	91.5%	95.5%
Percent satisfied with social and physical environment	96.2%	92.6%	79.1%
Percent satisfied with home-school relations	92.3%	91.1%	93.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	180	99.4	6.4	42.4	45.3	5.8	51.2	17.6
Gender								
Male	89	98.9	9.5	45.2	38.1	7.1	45.2	17.6
Female	91	100.0	3.4	39.8	52.3	4.5	56.8	17.6
Racial/Ethnic Group								
White	150	99.3	4.9	41.0	47.9	6.3	54.2	17.6
African-American	29	100.0	14.8	51.9	29.6	3.7	33.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	145	100.0	5.7	37.9	49.3	7.1	56.4	17.6
Disabled	35	97.1	9.4	62.5	28.1	N/A	28.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	180	99.4	6.4	42.1	45.6	5.8	51.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	180	99.4	6.4	42.4	45.3	5.8	51.2	17.6
Socio-Economic Status								
Subsidized meals	80	98.8	13.7	47.9	37.0	1.4	38.4	17.6
Full-pay meals	99	100.0	1.0	38.4	51.5	9.1	60.6	17.6

Mathematics								
All students	180	100.0	3.5	43.4	31.8	21.4	53.2	15.5
Gender								
Male	89	100.0	3.5	44.7	27.1	24.7	51.8	15.5
Female	91	100.0	3.4	42.0	36.4	18.2	54.5	15.5
Racial/Ethnic Group								
White	150	100.0	2.8	38.6	33.8	24.8	58.6	15.5
African-American	29	100.0	7.4	70.4	18.5	3.7	22.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	145	100.0	3.5	38.3	34.0	24.1	58.2	15.5
Disabled	35	100.0	3.1	65.6	21.9	9.4	31.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	180	100.0	3.5	43.0	32.0	21.5	53.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	180	100.0	3.5	43.4	31.8	21.4	53.2	15.5
Socio-Economic Status								
Subsidized meals	80	100.0	6.8	52.7	31.1	9.5	40.5	15.5
Full-pay meals	99	100.0	1.0	36.4	32.3	30.3	62.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	95	N/A	4.5	46.6	40.9	8.0	48.9
	Grade 4	89	N/A	5.7	46.0	48.3	N/A	48.3
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	88	98.9	3.7	25.9	58.0	12.3	70.4
	Grade 4	92	100.0	8.8	57.1	34.1	N/A	34.1
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	95	N/A	4.5	43.2	15.9	36.4	52.3
	Grade 4	89	N/A	2.3	51.7	23.0	23.0	46.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	88	100.0	3.7	34.1	39.0	23.2	62.2
	Grade 4	92	100.0	3.3	51.6	25.3	19.8	45.1
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 506)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.7%	Down from 4.9%	3.0%	2.4%
Attendance rate	95.7%	Up from 95.6%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	19.8%	Up from 5.2%	17.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.3%	Down from 12.7%	8.4%	8.0%
Older than usual for grade	0.4%	N/A	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	37.5%	Down from 41.9%	49.1%	50.0%
Continuing contract teachers	84.4%	Down from 87.1%	89.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.1%	Up from 87.1%	88.2%	86.2%
Teacher attendance rate	95.2%	Up from 94.2%	95.7%	95.3%
Average teacher salary	\$39,790	Up 0.1%	\$40,069	\$39,909
Prof. development days/teacher	8.6 days	Down from 8.7 days	11.0 days	11.4 days

School				
Principal's years at school	15.0	No change	4.0	4.0
Student-teacher ratio	21.9 to 1	Up from 21.3 to 1	19.2 to 1	18.9 to 1
Prime instructional time	89.3%	Up from 88.0%	90.3%	89.7%
Dollars spent per pupil*	\$5,509	Down 8.2%	\$5,695	\$5,892
Percent spent on teacher salaries*	64.4%	Down from 65.9%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Honea Path Elementary has great expectations of our students and an overall goal of providing an educational foundation that our students can build their future upon.

Honea Path Elementary has an excellent history of community involvement. Our active PTO helps bond teachers, parents, children, and community in common support of our hometown school. We have an outstanding PTO Fall Festival each year that involves almost all students and the whole community sharing in the joy of childhood. The school offers parenting classes in school and has an active outreach-parenting program in neighborhoods. A good working relationship between Honea Path Elementary, the town, businesses, youth organizations, and many local churches has created a unique setting where children have the right to be safe, to be nurtured, and to learn. Honea Path Elementary has won 7 State Incentive Awards in the past 12 years and was given an overall "Excellent" rating on the School Report Card for the last two years. Its business partnership with Torrington has won five prestigious state awards given for outstanding school/business partnerships. We have many student incentive programs that encourage our students to excel in academic areas and social responsibilities. Teachers have written various grants and have been awarded over \$50,000 in the past 5 years. We offer students extra help through an after school instruction program during the school year and a summer school program. There are 34 certified personnel and 21 non-certified personnel serving 520 students. It is clear that the staff has the skills & experience to teach children. But more important than all of the skills and experience is the caring and compassion for children shown by their teachers. Our student council is involved in numerous service projects for the community, and our students raised over \$2000 for the local Cancer "Relay for Life." The staff contributed over \$2000 to the area United Way, and many staff members are involved in community services. Honea Path Elementary is a school with a big heart.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.